**1. Explore thoughts, ideas, feelings and experiences.**

- 1.1 Discover and Explore

-1.2 Clarify and Extend

**2: Comprehend & Respond - Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts**

-2.1 Use strategies and Clues

-2.2 Respond to texts

-2.3 Understand Forms, Elements and Techniques

-2.4 Create Original Text

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| **“First Read”- MUST DO** **Red 17** *Mice, pile, line, twice, file, bride, hide, slide* 1. Sort the words above under the headings: Spice, While, Fine and Glid. What sorting principle are you using?2. Complete the fiction main message worksheet3. Write a sentence for each word that is written in italics4.Make a connection to the new ideas or information in the book5. Did you like this book? Why or Why not? | **“Second Read”- MUST DO** **Red 17**1. What genre was this book?2. What does the hen mean by “four eyes are better than two”?3. What lesson did this story teach us? What could you apply in this lesson to your own life?4.Do you think the hen got what she deserves? Why or why not?5.Who were the characters? Where did the story take place? What was the problem and how did it get solved? |
| **“First Read”- MUST DO** **Red 18** *rude, chew, blue, knew, huge, clue, blue, use, rude*  1. Sort the words above under the headings: glue, tune, crew2. Write a sentence for each of the words in italics2. Complete the fiction main message worksheet3.Make a connection to the new ideas or information in the book4. Did you like this book? Why or Why not? | **“Second Read”- MUST DO** **Red 18**1. What genre was this book?2. Describe Hodja’s character?3. What did the writer do to make the story funny?4. What do you expect in a traditional fable or tale?5. Try writing the first paragraph of your own traditional fable.  |
| **“First Read”- MUST DO** **Red 19** *float, hole, show, other, soap, globe, crow, spot, throat,moon, groan, rope, stone, chose, bowl* 1. Sort the words above under the headings: float, hole, show, other2. Complete the fiction main message worksheet3.Write a sentence for 6 of the words in italics 4.Make a connection to the new ideas or information in the book5. Did you like this book? Why or Why not? | **“Second Read”- MUST DO** **Red 19**1. What genre was this book?2. Describe Bea’s character.3. Do Nicole and Keesha change the way they think about Bea? Explain your answer.4. What did you learn about life from the story?5. Illustrate a picture to represent your favorite part in the story. |
| **“First Read”- MUST DO** **Red 20** *reach, three, eve, grief, grease, knee, here, niece, breathe, field*  1. Sort the words above under the headings: team, sweet, these, brief2. Complete the fiction main message worksheet3.Write a sentence for each word in italics4.Make a connection to the new ideas or information in the book5. Did you like this book? Why or Why not? | **“Second Read”- MUST DO** **Red 20**1. What genre was this book?2. What did the writer do to make this story interesting or humorous?3. Describe Miss Nibbles character?4. Why does the story get to interesting on page 10?5. Make a poster for a younger student’s reminding them the importance of “kindness” |

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| **“First Read”- MUST DO** **Red 21** *hot, fast, happy, nice* 1. Add “er” or “est” to the words that are underlined2. Complete the nonfiction main message worksheet3.Write a sentence for each word that is underlined4.Make a connection to the new ideas or information in the book5. Did you like this book? Why or Why not? | **“Second Read”- MUST DO** **Red 21**1. What genre was this book?2. How did the graphic on page 8 and 9 help you understand how cats communicate with their bodies?3. What was the main message in this book?4. How does watching animals closely help you understand what they are feeling?5. Why do you think the author chose to tell this information d |